Appraising social class dimensions on learning motivation of Iranian students: Family studies and their status in focus

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Abstract
Educators have widely accepted motivation as an important factor influencing the success of the second/foreign language learning process. Among many factors affecting the language learners' motivation, the role of families and their social class have been considered as the main variables of this study. The present study aimed to explore the effect of social class dimensions on learning motivation, focusing on Vygotsky and Gardner's theories. More specifically, the study tried to investigate the impact of social class dimensions, i.e., parental job, income, and education level on English learning motivation of some high school students in Kerman, Iran. In doing so, 400 teenage students were selected based on the available sampling method. The data were collected through a related two-part questionnaire developed by Gardner (2006). The original English questionnaire was translated into Persian and the researchers checked the reliability and validity. The collected data were inserted to SPSS software version 24 for analyzing and interpreting. The results revealed the effect of social class dimension had a positive effect on Iranian EFL students' motivation toward learning English. In other words, students who belonged to families with higher social class dimensions reflected higher motivation and desires to learn English than the ones who were in families with lower social class dimensions. Findings have some implications for language teachers and students and can improve teaching methods, curriculum development, and syllabus design.

Keywords: Family studies, Family status, Social class, Motivation, EFL context.

Introduction
As motivation is one of the most important factors driving learning, understanding the role of learners' goals, self-related beliefs and self-regulatory processes is essential before designing and implementing effective instructional programs (Dörnyei & Ushioda, 2011). Although multilingualism is widespread in today's world and in many countries, foreign language learning is part of compulsory education, most research conducted with foreign language learners who studied in tertiary education and younger students who came from middle-class or privileged social backgrounds. In contrast with the area of second language learning, where a great deal of research effort has been concentrated on the role of social, cultural and linguistic context (e.g., Masgoret & Gardner, 2003; Peirce, 2005; Gardner, 2006), in foreign language settings the motivation and language learning processes of disadvantaged students have been rarely investigated (Lamb, 2012). The scarcity of research in this area is unfortunate because foreign language competence might open up new opportunities for students from lower social classes and can assist them in breaking social barriers.

Vygotsky wrote that “children grow into the intellectual life of those around them” (1998, p. 88). In time, Vygotsky notes, the individual’s environment undergoes change when it expands to participation in societal production. In his view, children grow into the life of those around them and those life spaces are multiple and varied. Of course, between the time that children grow into the life of the family and later into the life of societal production, they also grow into the life of the school. As the environment expands, Vygotsky (1998) points out that the young also develop shared interests and life activities with a specific socioeconomic group. The history of the school-age and the youth is the history of very intensive development and formulation of
class psychology and ideology. Thus, Vygotsky focused on the pluralistic nature of development and the importance of class in that variation. Sheldon (2005) expressed that the benefits of recognizing parents as partners in education in supported in many educational researches (cited in Hosseinpour et al., 2015). Gardner (2006) stated that “For young learners, parental involvement in and attitudes towards learning a second language (L2) has a great influence on their L2 development” (cited in Zhou, 2020).

So, based on the above findings, there are so much research concerning the role of parents on children’s education. As long as the researchers found, there are several studies on the role of social class on adult learners, but none of them considered the family studies and the impact of their social class on motivation of the young EFL learners especially high school students in language learning. Considering the importance and necessity of motivation and social class in language learning, the present study analyzed the impact of social class dimensions on the motivation of the teenage EFL learners regarding Vygotsky and Gardner’s theories. More specifically, this paper focused on family studies and tried to investigate the impact of social class dimensions as parental jobs, income, and education on the English learning motivation of Iranian high school students. In order to meet the research objectives, the following research questions are formed:

- Does parental job have a statistically significant effect on English learning motivation?
- Does parental income have a statistically significant effect on English learning motivation?
- Does parental education have a statistically significant effect on English learning motivation?

**Materials and Methods**

The participants of this study were 400 Iranian students of four high schools in the second district of Kerman, Iran in the academic year 2023. All of them were females with the same range of ages, from 15 to 17. Selecting the learners who could be a true representative of the whole group was one of the most important tasks to follow by the researchers. To achieve these considerations, the researchers used the availability sampling method. The data collection consists of a two questionnaire, the social class part and the motivation part, developed by Gardner (2006). The first part explored the information of parental education, income as well as job, and the second part explored students’ motivation for learning English and consisted of 44 items with a five-Likert scale ranging from completely disagree to completely agree. The original English questionnaire was translated into Persian to ensure that the participants easily followed the items and then it was translated back into English to ascertain that the translated one had the same interpretation. The reliability of the questionnaire showed that Cronbache’s alpha was 0.87, indicating the high reliability level.

It should be noted that the survey was first piloted to a small sample and then administered to the real group. The researchers attended the classes, explained the goal of the study and informed students it is not necessary to write their names and what they stated in the questionnaires would remain confidential; thus, they were encouraged to give their true response to any item. The researchers also asked the language learners if there were any questions or concerns. After they prepared for responding, the translated questionnaires distributed among them. The participants should have responded to all questions carefully without any time limitation. Eventually, all the questionnaires were gathered for analyzing and interpreting data. The current study used a quantitative method to seek the answers to the research questions. The SPSS software version 24 and Excel software were used to analyze the collected data. Two types of data analysis were used: descriptive and inferential. Descriptive statistics, including frequency tables and bar charts, were implemented to investigate the social class (parental occupation, education, and income). Moreover, inferential statistics, including one-sample T-test and one-way analysis of variance (ANOVA) were used to know if social class significantly affected English learners’ motivation in Kerman female high schools.

**Results**

**Data Analysis of Parents’ Jobs**

Different jobs of the participants’ parents were analyzed and Table 1 presented data analysis.

As Table 1 indicated, 4.5% of the students’ fathers were unemployed, 5.25% were workers, 6.25% were instructors, 30% were retired and employees, 7.5% had military jobs, 39.25% were self-employed, 6.25% were doctors/engineers/industrialists/professors, and 1% had other jobs. Moreover, 48% of the mothers were housewives, 15.75% were workers, 16.5% were instructors, 4.25% were retired and employees, 5.25% were tailors and hair-dressers, 5.75% were self-employment, 1.25% were doctors/engineer/professors, and 3.25% had other jobs.

**Data Analysis of Parents’ Income**

The income of the participants’ parents was analyzed and Table 2 revealed data analysis of it.

The results of parents’ income are revealed in Table 2. As the table shows, out of 400 students’ fathers, 6.25% did not have any income, 12.75% had less than 5 million toman, 25.75% had an income between 5 to 10 million toman, 36.25% of them also reported an income of 10 to 20 million toman, and 19% of their fathers had more than 20 million toman in a month. The table also analyzed the students’ mother income and the results indicated that 51.25% had no income. However, 17% of them had less than 5 million toman and 13.75% had an income between 5 to 10 million.
Besides, 12% reported their income between 10 to 20 million and 6% had more than 20 million monthly income.

**Data Analysis of Parents’ Education Level**

The parental education levels were examined and Table 3 highlighted the data analysis.

The levels of parental education are analyzed and indicated in Table 3. Based on the table, 1.5% of the students’ fathers were uneducated, followed by 16.75% who had primary and high school education. 30% of the fathers had a diploma, 28.25% were M.A., and 15.5% were M.A. Also, 8% low percentage of them (8%) had Ph.D. and higher. The table also analyzed mothers’ education levels and the results indicated that a low percentage (1%) of students’ mothers were uneducated and 10.75% had primary and high school education. However, 23% of them had a diploma, 33.25% were B.A., and 23.25% were M.A. Additionally, 8.75% of them had Ph.D. certificates and higher.

**Data Analysis of English Learning Motivation**

The present study also analyzed the study’s main variable, which was the English learning motivation of the high school EFL language learners.

As Table 4 revealed, the mean and standard deviation of
students’ English learning motivation are (3.45) and (0.76), respectively (M = 3.45, SD = 0.76). Also, other related data as minimum and maximum were reported which are 1.35 and 4.86 (Min = 1.35 & Max = 4.86).

Table 5 provided one-sample T-test which was used for analyzing the extent of learning motivation in Kerman female high schools. Because the mentioned item was a five-Likert scale, the test value was considered 3.00. Considering the p-value, it can be concluded that there was a great difference between the test value and mean of the variable that was English learning motivation (ΔM = 0.36), and the mean of English learning motivation was more than the test value (M = 3.38). Thus, the level of English learning motivation was more than normal extent, near to high level among the participants of this study (T = 5.32, p < 0.01).

**English Learning Motivation and Social Class Dimensions**

For analyzing learning motivation and different social class dimensions, the homogeneity of variances was tested and based on the homogeneity, one-way analysis of variance was used (Table 6).

Table 4 revealed descriptive statistics of English learning motivation and parents’ job. The students whose fathers’ jobs were military had little motivation (M = 118.22) than those whose fathers were doctor, engineer, industrialists & professor (M = 141.25). This difference was significant in descriptive statistics. Moreover, data analysis of English learning motivation and mothers’ jobs showed that the students whose mothers’ jobs were tailor & hair-dresser had little English learning motivation (M = 12.50) rather than the students whose mothers’ jobs were doctor, engineer & professors (M = 139.22). Thus, with great certainty, it can be said that there is a remarkable difference between the means of the mentioned variables (English learning motivation and parents’ job). Furthermore, in analyzing parents’ jobs p-value is 0.04 and 0.03, respectively which are less than 0.05. Therefore, parents’ jobs have a statistically significant effect on students’ English learning motivation.

Descriptive statistics of English learning motivation in different ranges of income indicated that the students whose father’s income was less than 5 million had little English learning motivation (M = 111.22) rather than the learners whose father’s income was more than 20 million (M = 138.31). This difference was noticeable in descriptive statistics. Also, descriptive statistics of English learning motivation in father’s income indicated that the students whose father’s income was less than 5 million, had little English learning motivation (M = 113.48) rather than the learners whose father’s income was more than 20 million (M = 137.95). Data analysis shows notable differences between the means of English learning motivation and parents’ income. Moreover, as Table 7 showed, in analyzing parents’ income, p-value reported as 0.2 and 0.03 which are less than 0.05, thus it can be said that parents’ income has a statistically significant effect on students’ English learning motivation.

Descriptive statistics of English learning motivation in different levels of education indicated that the students whose father’s education was primary and high school, had little English learning motivation (M = 113.91), but those who were MA and higher had more English learning motivation (M = 132.98). Besides, data analysis of learning motivation in different levels of education indicated that the students whose mothers were uneducated had little English learning motivation (M = 75.40) rather than those who were MA and higher (M = 144.62). Considering the results, there is a significant difference between the means of students’ learning motivation and their parents’ level of education. Additionally, p-value is reported in Table 8 as 0.3 and 0.02 which less more than 0.05, thus it can be said that parents’ educational levels have a statistically significant effect on students’ English learning motivation.

**Table 5:** One-sample T-test and mean difference

<table>
<thead>
<tr>
<th>Mean of variable</th>
<th>N</th>
<th>T</th>
<th>df</th>
<th>p-value</th>
<th>Mean difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.38</td>
<td>400</td>
<td>5.32</td>
<td>399</td>
<td>0.0001</td>
<td>0.36</td>
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</tbody>
</table>

**Table 6:** ANOVA test- analyzing English learning motivation and parents’ jobs

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of squares</th>
<th>df</th>
<th>Mean square</th>
<th>F</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Father’s job</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Between groups</td>
<td>3235.77</td>
<td>15</td>
<td>478.56</td>
<td>0.55</td>
<td>0.04</td>
</tr>
<tr>
<td>Within groups</td>
<td>131204.52</td>
<td>384</td>
<td>965.47</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>132541.35</td>
<td>399</td>
<td></td>
<td>0.55</td>
<td>0.04</td>
</tr>
<tr>
<td><strong>Mother’s job</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Between groups</td>
<td>2784.02</td>
<td>15</td>
<td>532.68</td>
<td>0.59</td>
<td>0.03</td>
</tr>
<tr>
<td>Within groups</td>
<td>1245123.22</td>
<td>384</td>
<td>929.74</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1255689.12</td>
<td>399</td>
<td></td>
<td>0.59</td>
<td>0.03</td>
</tr>
</tbody>
</table>
### Table 7: ANOVA test- analyzing English learning motivation and parents’ income

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of squares</th>
<th>df</th>
<th>Mean square</th>
<th>F</th>
<th>p - value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Father’s income</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Between groups</td>
<td>5365.8592</td>
<td>16</td>
<td>1354.26</td>
<td>1.44</td>
<td>0.02</td>
</tr>
<tr>
<td>Within groups</td>
<td>126859.22</td>
<td>383</td>
<td>965.56</td>
<td>1.44</td>
<td>0.02</td>
</tr>
<tr>
<td>Total</td>
<td>130658.72</td>
<td>399</td>
<td>-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mother’s income</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Between groups</td>
<td>56582.32</td>
<td>16</td>
<td>1541.23</td>
<td>1.58</td>
<td>0.03</td>
</tr>
<tr>
<td>Within groups</td>
<td>125874.46</td>
<td>383</td>
<td>923.03</td>
<td>1.58</td>
<td>0.03</td>
</tr>
<tr>
<td>Total</td>
<td>131235.10</td>
<td>399</td>
<td>-</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Table 8: ANOVA test- analyzing English learning motivation and parents’ educational level

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of squares</th>
<th>df</th>
<th>Mean square</th>
<th>F</th>
<th>p - value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Father’s education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Between groups</td>
<td>5854.52</td>
<td>25</td>
<td>1239.11</td>
<td>1.32</td>
<td>0.3</td>
</tr>
<tr>
<td>Within groups</td>
<td>128542.32</td>
<td>374</td>
<td>923.03</td>
<td>1.32</td>
<td>0.3</td>
</tr>
<tr>
<td>Total</td>
<td>130565.24</td>
<td>399</td>
<td>-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mother’s education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Between groups</td>
<td>9541.13</td>
<td>25</td>
<td>1911.15</td>
<td>12.15</td>
<td>0.02</td>
</tr>
<tr>
<td>Within groups</td>
<td>122351.35</td>
<td>374</td>
<td>8995.36</td>
<td>12.15</td>
<td>0.02</td>
</tr>
<tr>
<td>Total</td>
<td>130125.53</td>
<td>141</td>
<td>-</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Discussion

Gardner (2007) indicates an indirect impact of history on motivation, such as values and beliefs of learning the language and personal family background. In most Asian cultures parental belief greatly influences their children’s language learning (Ran, 2001; Dandy & Nettelbeck, 2002; Phillipson, 2006; Phillipson & Phillipson, 2007). Gómez (2010) reported that the dominant factors in the student’s motivation are the importance of languages in present-day society and classroom tasks. Ellis (2006) also claimed that social class is usually based on education, income and occupation level. He focused on the strong connections between social class and L2 achievement. Students from middle-class homes regularly outperform those from lower- and working-class homes. In his views, L2 learning is connected to different attitudes and working-class students usually drop their language earlier than middle-class students, for instance, more middle-class students tend to continue studying it at the university. For analyzing the research questions, the homogeneity of variances was tested and based on the homogeneity, a one-way analysis of variances was used for analyzing data. The means of various parents’ jobs were not in the same ranges, and the jobs with upper levels such as doctor, engineer, industrialist, and professor, had higher mean than others. In other words, there was obvious difference between the means of parents’ jobs and students’ learning motivation. Moreover, the results of this study showed that the higher parents’ income received the first rank followed by the lower income. That is to say, a significant difference was found between the means of various parental incomes. The study also analyzed the possible effect of parental education on the EFL learners’ motivation. Based on the received data, the students’ motivation toward leaning English with different levels of parental education was not in the same range. In fact, data analysis reflected a great difference in descriptive statistics of various parents’ levels of education. Considering the above discussion, it can be said that different social class dimensions, i.e., parents’ job, income, and education levels, positively affected EFL learners’ motivation toward learning English.

The results of the current study are in accordance with Lin et al., (2023), who analyzed the effect of social support on higher vocational students’ learning motivation and reported positive relationship between social support and learning motivation of higher vocational college students. Moreover, Kiedan (2022) explored the relationship between socioeconomic status and motivation to learn and found a positive relationship between the socioeconomic status of Arab families and the student’s motivation to learn. Furthermore, Khansir et al., (2016) analyzed the relationship between socioeconomic status and motivation of language.
learners and findings showed a strong relationship between socioeconomic status and motivation in language learning. The results of this paper also supported Bektas-Cetinkaya and Oruc (2011) who worked on the effects of socioeconomic status and physical learning environment on motivation and findings revealed that socioeconomic background and well-equipped classrooms and better physical conditions have a positive effect on students’ motivation and language use. Additionally, Nikolov (2009) observed a similar tendency which indicated a strong link between parents’ level of education and students’ achievement in language learning and Munoz (2008) explained the strong links between socioeconomic statuses and achievement by arguing that students from different social backgrounds have access to different types of schools.

Conclusion
Children’s English learning cannot be performed without parental involvement to improve their learning motivation since academic motivation has been positively and significantly related to student’s achievement (Kalayci & Öz, 2018). Both teachers and researchers have widely accepted motivation as a major element influencing the rate and success of EFL learning. Individuals with the highest degree of abilities and the best teachers with the most appropriate curricular do not seem to be able to accomplish long-term goals if there is not sufficient motivation. On the other hand, high motivation can make up for deficiencies in one’s language aptitude and language learning situation (Choubasz & Choubasz, 2014). As mentioned earlier, this study concentrated on analyzing the possible effect of social class dimensions on learning motivation. Based on the received information, different social class dimensions, i.e., parents’ job, incomes, and educational level, positively affected Iranian EFL students’ motivation to learn English. In other words, students who belonged to families with higher social class dimensions reflected higher motivation and desires to learn English than the ones who were in families with the lower social class dimensions. Accordingly, it can be said that the EFL students with higher social class dimensions, the more successful they tend to be in language learning. It is worth noting that students’ motivation and interests will act positively when the importance and necessity of learning a foreign language is obvious and definite for learners.

Teachers and parents play an essential and equal role in determining the importance and necessity of learning foreign language. Since teachers and parents are as symbol for learners, thus the role of teachers and parents cannot be neglected. As the researchers of this study tried to investigate the importance of social class in making positive attitude toward language learning, the results could be useful and effective not only for teachers and learners, but also for improving teaching methods, curriculum development, syllabus design, and pedagogical implications. In a nutshell, the present study’s findings are very helpful to educators in the field of language teaching. In particular, the results can help the board of education at high schools as well as institutes nationwide to take measures to consider and enhance learning motivation among the students and consequently deal with the existing problems that students across the country experience in language learning.

Acknowledgment
We would like to express my sincere gratitude to the participants, i.e. Iranian students and their parents. I would also like to thank the mentioned schools’ principles for supporting the research process. I am also grateful to MAGNUM proofreading services that a native-English-speaking professional proofreader has thoroughly reviewed this research for proper English language, grammar, punctuation, spelling, overall style, and readability.

References
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### Annexure

#### Questionnaire

**First Part**

- **Dear Participants: Greetings and respect**

The questionnaire that you are facing are designed to carry out a research activity. In order to protect your private information, we have refrained from mentioning your personal information. Therefore, please answer all the questions in the questionnaire. We sincerely thank you in advance for your cooperation.

Your area of residence: lower/middle/upper area of the city

- GPA last semester: ............
- Father’s job: .....................
- Mother’s job: .....................
- Father’s income: Without income/Less than 5 million Toman/between 5-10 million Toman/between 10-20 million Toman/More than 20 million Toman
- Mother’s income: Without income/Less than 5 million Toman/between 5-10 million Toman/between 10-20 million Toman/More than 20 million Toman

**Second Part**

1. Studying English is an enjoyable experience.
   - Strongly disagree/disagree/neither agree or disagree/agree/strongly agree
2. I really enjoy learning English.
   - Strongly disagree/disagree/neither agree or disagree/agree/strongly agree
3. I plan to learn as much English as possible.
   - Strongly disagree/disagree/neither agree or disagree/agree/strongly agree
4. I hate English.
   - Strongly disagree/disagree/neither agree or disagree/agree/strongly agree
5. I would rather spend my time on subjects other than English.
   - Strongly disagree/disagree/neither agree or disagree/agree/strongly agree
6. Learning English is a waste of time.
   - Strongly disagree/disagree/neither agree or disagree/agree/strongly agree
7. I think that learning English is dull.
   - Strongly disagree/disagree/neither agree or disagree/agree/strongly agree
8. When I leave school, I shall give up the study of English entirely because I am not interested in it.
   - Strongly disagree/disagree/neither agree or disagree/agree/strongly agree
9. Studying English can be important for me because I would like to meet foreigners with whom I can speak English.
   - Strongly disagree/disagree/neither agree or disagree/agree/strongly agree
10. Studying English can be important for me because it will enable me to better understand and appreciate English art and literature.
    - Strongly disagree/disagree/neither agree or disagree/agree/strongly agree
11. Studying English can be important for me because I will be able to participate more freely in the activities of English groups.
    - Strongly disagree/disagree/neither agree or disagree/agree/strongly agree
12. It is important for me to know English in order to know the life of the English-speaking nations.
    - Strongly disagree/disagree/neither agree or disagree/agree/strongly agree
13. The British people are open-minded and modern people.
14. Studying English is important to me so that I can understand English pop music.

15. The Americans are sociable and hospitable.

16. The more I learn about the British, the more I like them.

17. Studying English is important to me because it will enable me to get to know various cultures and peoples.

18. Studying English is important to me so that I can keep in touch with foreign friends and acquaintances.

19. I would like to know more about American people.

20. The British are kind and friendly.

21. The Americans are kind and cheerful.

22. I would like to know more British people.

23. Studying English can be important for me because it will make me a more knowledgeable person.

24. Studying English can be important for me because I may need it later (e.g., for job, studies).

25. Studying English can be important for me because other people will respect me more if I have a knowledge of a foreign language.

26. Studying English can be important for me because I will be able to search for information and materials in English on the Internet.

27. Studying English can be important for me because I will learn more about what’s happening in the world.

28. Studying English can be important for me because language learning often gives me a feeling of success.

29. Studying English can be important for me because language learning often makes me happy.

30. Studying English is important to me because it provides an interesting intellectual activity.

31. Studying English is important to me because it offers a new challenge in my life, which has otherwise become a bit monotonous.

32. Studying English is important to me because an educated person is supposed to be able to speak English.

33. Studying English is important to me so that I can understand English-speaking films, videos, TV or radio.

34. Studying English is important to me because without it one cannot be successful in any field.

35. It is important for me to know English in order to better understand the English-speaking nation’s behavior and problems.

36. Studying English is important to me because it will enable me to get to know new people from different parts of the world.

37. Studying English is important to me so that I can read English books.

38. Studying English is important to me because it will enable me to learn more about the English world.

39. Studying English is important to me because I would like to spend some time abroad.

40. Studying English is important to me because I would like to travel to countries where English is used.
41. Studying English is important to me because it will help me when traveling.
   Strongly disagree/disagree/neither agree or disagree/agree/strongly agree
42. Studying English is important to me so that I can broaden my outlook.
   Strongly disagree/disagree/neither agree or disagree/agree/strongly agree
43. Studying English is important to me because without English I won’t be able to travel a lot.
   Strongly disagree/disagree/neither agree or disagree/agree/strongly agree
44. Studying English is important to me because I would like to make friends with foreigners.
   Strongly disagree/disagree/neither agree or disagree/agree/strongly agree